

2016-2017

Performance Report

Teach For America



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Our mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. We recruit outstanding recent college graduates from all backgrounds and career interests to commit to teach for two years in urban and rural public schools. We provide the training and ongoing support necessary to ensure their success as teachers in low-income communities. Our teachers, also called corps members, go above and beyond traditional expectations to lead their students to significant academic achievement, despite the challenges of poverty and the limited capacity of the school system. In succeeding with their students, corps members show that students in low-income communities can achieve at high levels, offering further evidence that educational

inequity is a solvable problem. Yet we know that enlisting additional high-quality teachers is not the ultimate solution. We believe that the best hope for ending educational inequity is to build a massive force of leaders in all fields who have the perspective and conviction that come from teaching successfully in low-income communities. During their two-year commitments, Teach For America corps members see firsthand that educational inequity is solvable and gain a grounded understanding of how to solve it. Beyond these two years, Teach For America alumni bring strong leadership to all levels of the school system and every professional sector, addressing the extra challenges facing children growing up in low-income communities, building the capacity of schools and districts, and changing the prevailing ideology through their examples and advocacy.

Special Characteristics

- Summer Institute—Corps members participate in an intensive 5-week training with experts facilitating training sessions in Instructional Planning and Delivery, Literacy, Classroom Management and Culture, Teaching As Leadership, and Learning Theory, and Diversity and Inclusiveness. While at institute, corps members receive training and support in designing, administering, and grading valid diagnostics and formative assessments. This training comes in curriculum sessions as well as lesson planning clinics.
- Managers, Teacher Leadership Development (MTLDs) support: MTLDs are full time Teach For America staff who are experienced teachers and serve as coaches to corps members. Each MTLD manages a group of about 30 corps members a school year which allows them to become close partners in supporting teachers and tailoring supports to each teacher's needs. MTLDs lead sessions throughout the year that focus on assessment and engage in ongoing discussions about student achievement through ongoing data reporting and conversations, culminating with an –end-of-year conversation with their MTLD.
- Our non-traditional teachers in NC must first meet the qualifications for the Teach For America program nationally. This includes GPA, recommendations, experience, interview, etc. Find that here: <http://www.teachforamerica.org/why-teach-for-america/how-to-apply/applicantprerequisites>. Then, they must complete all of our pre-summer work, the summer training institute, and our regional orientation.

Program Areas and Levels Offered

Pathways Offered (Place an 'X' under each of the options listed below that your IHE Provides)

Traditional	RALC	Lateral Entry
		X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2016-17 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Throughout each step of their training we encourage the use of technology and differentiated models of learning so that students can learn more effectively. We do this by modeling, direct instruction, and through district training on the technology used in their rooms (aka- computers and smart boards). Our teachers actively seek to obtain more technology by applying for grants and donations on sites like "Donors Choose."

The integration of technology is included both during institute and then again once corps members are instructing as the teacher of record. Opportunities centered on the integration and selection of technology include:

- Institute Corps Member Advisory Groups: At institute, all corps members receive instruction in the technologies specific to the subject corps members teach. Corps members receive access to www.tfanet.org, an online resource hub of state specific planning resources, and Talon, an overview of our Teaching As Leadership Rubric with specific video clips and resources that demonstrate growth across rubric levels. Corps members practice instruction using these materials.
- Staff Support: Corps members receive individualized support from their Manager, Teacher Leadership Development (or TFA-based coach) to ensure effective use of technology.

Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

Teach For America offers significant supports to our students taking the Foundations of Reading and General Curriculum licensure exams. Upon their acceptance to Teach For America, our students are required to join a testing webinar which provides an overview of the exams and orients them to our testing hub—a website with curated resources to use while studying for their exams. On our hub, students have access to free study guides, E-books, webinars, and suggested websites for studying. Additionally, we hired a test prep company, PrepForward, to hold targeted study session webinars for our students to attend. Finally, we paid for a subscription to www.study.com, a website where our students can access specific courses designed to help with exam passage.

Our students are required to take a diagnostic exam prior to taking the official test, which provides them customized feedback on areas to prioritize while studying. From there, we support our students in writing a personalized study plan. Students are required to take a learning style quiz to help determine their best methods of studying—for example, if a student determines that he/she is an auditory learner, we encourage the student to build a study plan that utilizes recordings and videos for studying, instead of written flashcards.

We also facilitate study groups for our students, where we connect them with others taking the same exam. These study groups allow our students to share resources and best practices with one another as they prepare for the exams.

Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

August, September, and October are dedicated to assuring that our teachers are able to collect and analyze data to improve their practice throughout the year. During the start of the year, our teachers are asked to build on the daily planning structures that they learned in July during Institute to expand into long term

planning. They participate in group learning, in person sessions, and online tutorials that take them through backwards planning.

Additionally, our students are paired with teacher coaches who have experience with summative and formative assessments and are able to support our students in using the technologies available to them.

Our students are trained to use online platforms such as Text Reading Comprehension and Northwest Evaluation Association's Measuring Academic Progress assessments. Our students also use Discovery Education (all summative assessments). We work with our students to invest them in assessments and then help them interpret the results and make shifts to their approach based on the results.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

The Teach For America, Charlotte region partnered with LilySarahGrace (LSG) in the 2016-2017 school year. LSG is a program that challenges and empowers teachers in underfunded public elementary schools to deliver best-practice instruction via Arts-Infused Inquiry-Based Learning (AIIBL).

Arts-Infused Inquiry Based Learning (AIIBL) empowers all students to achieve via intellectually challenging, inquiry-based, integrated experiences, which are fun, exciting, relevant, and engaging.

Inquiry-based Learning (IBL) seeks to develop life-long learners while adhering to the philosophy that teachers are facilitators of children's learning. This style of deep learning is student-centered. It is a fluid and evolving approach to how knowledge is learned and transmitted.

The LSG Professional Development team worked directly with our students in planning and implementing AIIBL through custom-designed coaching and modeling in classrooms, co-planning with teams, half-day and full-day seminars, as well as multi-day institutes. Their staff guided our students through AIIBL planning and practice through hands-on arts-integrated, inquiry-based learning experiences. Our students left the session armed with activities that could be implemented immediately in all subject areas in their classrooms.

At our summer training, we teach our students differentiation strategies that work to pair choice, student interest, and engaging activities so that students can demonstrate learning in a variety of ways—including through the arts.

Explain how your program identifies needs in the various areas it serves.

At Teach For America, we rely heavily on data to make informed decisions on our strategies. Our teacher coaches partner with our students and collect and analyze student data to make informed decisions on classroom instruction. We have different data trackers that we use throughout the year, which allow us to have an informed view of our students strengths and weaknesses in the classroom. We utilize rubrics as we observe our students in the classroom and provide feedback for growth using those tools.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Albemarle Road Middle Allenbrook Elementary Ashley Park Bradley Middle School Briarwood Elementary Cochrane Academy (6-12), Coulwood Middle, Druid Hills (Year Round), Eastway Middle Garinger High Harding University High School Hawthorne High School Hidden Valley Elementary Highland Renaissance Independence High James Martin Middle Mallard Creek High McClintock Middle Military and Global Leadership at Marie G. Davis Martin Luther King Middle Montclair Elementary Nathaniel Alexander Nations Ford Elementary Newell Elementary North Mecklenburg High Northeast Middle Oakhurst STEM Academy Olympic High School Phillip O. Berry High School Quail Hollow Middle Ranson Middle Ridge Road Middle Rocky River High Sedgefield Middle Southwest Middle Starmount Elementary Thomasboro Elementary (year round) Vance High Walter G. Byers Elementary (year round) West Charlotte High West Mecklenburg High
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	Windsor Park Elementary Winterfield Elementary
Start and End Dates	July 2016-June 2017
Priorities Identified in Collaboration with LEAs/Schools	Teach For America, Charlotte partners closely with the LEAs listed above. Our corps members (students) are placed in these schools and receive intensive coaching and support from our regional staff. Each student is paired with a teacher coach who frequently visits the LEA and provides feedback on the corps member's classroom progress and teaching practice. Additionally, Teach For America provides additional support through supplemental professional development after school hours and on the weekend.
Number of Participants	141
Activities and/or Programs Implemented to Address the Priorities	Programs and activities vary between each LEA. At minimum, Teach For America coaches observe our students in the classroom and provide feedback. This field experience is rooted in research-based adult learning theory and is re-evaluated every year based on data of student achievement and survey feedback. The design of the student teaching experience is informed by feedback from the school district, individual school partners, and student achievement results. Our entire philosophy of teaching is directed toward training teachers in providing instruction to children from low income communities in urban and rural families. Also critical are the use of content and management learning teams, which meet monthly with experts in a new teacher's content and/or grade level.
Summary of the Outcome of the Activities and/or Programs	Outcomes vary by LEA
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bertie Early College HS Bertie Middle School Butner STEM Elementary Central Elementary Charity Middle School Clinton High School Coker Wimberly Elementary Colerain Elementary Conway Middle School Coopers Elementary Creedmoor Elementary Dawson Elementary Eaton Johnson Middle School EB Frink Middle School EE Smith Middle School Enfield Middle School Enfield MS Everetts Elementary Fairview Elementary Farmville Middle School Gaston Elementary Gaston Middle School GC Hawley Middle School Henderson Collegiate Henderson Middle School Hobbs High School Inboden Elementary

	James Kenan High School JF Webb High School Kinston High School KIPP GCP Middle School KIPP GCP Primary Kipp Pride High School Lakeforest Elementary Lakewood High School Martin Millenium Academy Mary Potter Middle School Maureen Joy MB Hubbard Elementary Nash Central Middle School North Edgecombe High School North Granville Middle School North Pitt High Northampton County High Northeast Elementary Northern Granville Middle School Northern Vance High Northside Elementary Northwest Halifax High School Parker Middle School Patillo Middle School Phillips Middle School Pinkston Street Elementary Plainview Elementary Princeville Elementary Red Oak Middle School Rochelle Middle School Rocky Mount High School Roseboro Salemburg MS Sampson Middle School South Edgecombe Middle School South Granville High School South Warren Elementary Southeast Elementary Southeast Halifax High School Southern Nash Middle School Southern Vance High School STEM Early High School Stocks Elementary Union High School Union Middle School Warren County High School Warren County Middle School Warren Early College High School Warren New Tech High School Warsaw Middle School Weldon High School Weldon Middle School Wellcome Middle School West Edgecombe Middle School West Oxford Elementary
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	William R Davie Middle School Williford Elementary
Start and End Dates	July 2016-June 2017
Priorities Identified in Collaboration with LEAs/Schools	Teach For America, Eastern North Carolina partners closely with the LEAs listed above. Our corps members (students) are placed in these schools and receive intensive coaching and support from our regional staff. Each student is paired with a teacher coach who frequently visits the LEA and provides feedback on the corps member's classroom progress and teaching practice. Additionally, Teach For America provides additional support through supplemental professional development after school hours and on the weekend.
Number of Participants	189
Activities and/or Programs Implemented to Address the Priorities	Programs and activities vary between each LEA. At minimum, Teach For America coaches observe our students in the classroom and provide feedback. This field experience is rooted in research-based adult learning theory and is re-evaluated every year based on data of student achievement and survey feedback. The design of the student teaching experience is informed by feedback from the school district, individual school partners, and student achievement results. Our entire philosophy of teaching is directed toward training teachers in providing instruction to children from low income communities in urban and rural families. Also critical are the use of content and management learning teams, which meet monthly with experts in a new teacher's content and/or grade level.
Summary of the Outcome of the Activities and/or Programs	Outcomes vary by LEA
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Andrews HS Aycock MS Eastern Guilford HS Eastern Guilford Middle School Fairview Elementary Ferndale Middle School Hairston MS High Point Central HS High School Ahead Jackson MS Mendenhall MS Northeast Guilford HS Northeast Guilford MS Page HS Penn Griffin MS Southeast Guilford MS Southeast High School Welborn MS Wiley Elementary
Start and End Dates	July 2016-June 2017
Priorities Identified in Collaboration with LEAs/Schools	Teach For America, North Carolina Piedmont Triad partners closely with the LEAs listed above. Our corps members (students) are placed in these schools and receive intensive coaching and support from our regional staff. Each student is paired with a teacher coach who frequently visits the LEA and provides feedback on the corps member's classroom progress and teaching practice. Additionally, Teach For America

	provides additional support through supplemental professional development after school hours and on the weekend.
Number of Participants	46
Activities and/or Programs Implemented to Address the Priorities	Programs and activities vary between each LEA. At minimum, Teach For America coaches observe our students in the classroom and provide feedback. This field experience is rooted in research-based adult learning theory and is re-evaluated every year based on data of student achievement and survey feedback. The design of the student teaching experience is informed by feedback from the school district, individual school partners, and student achievement results. Our entire philosophy of teaching is directed toward training teachers in providing instruction to children from low income communities in urban and rural families. Also critical are the use of content and management learning teams, which meet monthly with experts in a new teacher's content and/or grade level.
Summary of the Outcome of the Activities and/or Programs	Outcomes vary by LEA

II. CHARACTERISTICS OF STUDENTS

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	25	Asian/Pacific Islander	94
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	59	White, Not Hispanic Origin	140
	Other	10	Other	46
	Total	94	Total	280
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

C. Program Completers (reported by IHE). Those students that have completed the program requirements but have not applied for or are not eligible to apply for a license

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC

LC Completed program and applied for license				
Prekindergarten				
Elementary				
MG				
Secondary				
Special Subjects				
EC				
VocEd				
Special Services				
Total	0	0	0	0
This will get populated as future years of data are collected				

D. Undergraduate program completers in NC Schools within one year of program completion.

2015-2016		Student Teachers	Percent Licensed	Percent Employed
Bachelor	TFA	NA	NA	NA
Bachelor	State			

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2016-2017.

LEA	Number of Teachers
NA	NA

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	n/a
MEAN SAT-Math	n/a
MEAN SAT-Verbal	n/a
MEAN ACT Composite	n/a
MEAN ACT-Math	n/a
MEAN ACT-English	n/a
MEAN PPST-Combined	n/a
MEAN PPST-Reading	n/a
MEAN PPST-Writing	n/a
MEAN PPST-Math	n/a
MEAN CORE-Combined	n/a
MEAN CORE-Reading	n/a
MEAN CORE-Writing	n/a
MEAN CORE-Math	n/a
MEAN GPA	3.43
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Institution Summary	0	0
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

H. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	n/a	n/a
Elementary (K-6)	n/a	72
Middle Grades (6-9)	n/a	140
Secondary (9-12)	n/a	133
Special Subject Areas (K-12)	n/a	1
Exceptional Children (K-12)	n/a	27
Total		373
Comment or Explanation: Under the current provisions, upon completion of a third year of teaching (in addition to the Teach For America support they receive in years 1-2 of teaching) our corps members are granted state certification. To date, we have not tracked those who complete a third year of teaching closely. Instead, we rely on self-reported survey data, which is completed at 50%-60% rate. As such, we are not able to report confidently on the number of completers of their third year of teaching in the 2016-2017 school year. We are building more reliable systems to track this for the 2017-2018 school year that will not rely on self-reported data from our students.		

I. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Part Time						

	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only				373		
Comment or Explanation:						

J. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
Across North Carolina, we have 22 full time staff members who support our students, 16 of whom are teacher coaches. In the Charlotte region, there is a 17:1 coach to student ratio. In the Eastern North Carolina region, there is a 31:1 coach to student ratio. In the North Carolina Piedmont Triad region, there is a 24:1 coach to student ratio. Across the state, we have an average 24:1 ratio of students to coaches.		